DOCUMENT RESUME

ED 127 803 FL 007 923

AUTHOR Paulus, Susan; Gilbert, Harry
TITLE A Statistical Profile of the American Language Sciences Core Community - 1968. LINCS Project Document Series.
INSTITUTION Center for Applied Linguistics, Washington, D.C. Language Information Network and Clearinghouse System.
SPONS AGENCY National Science Foundation, Washington, D.C.
REPORT NO LINCS-2-70
PUB DATE Oct 70
GRANT NSF-GN-771
NOTE 74p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Background; Educational Background; Educational Experience; Employment Experience; Employment Level; Geographic Distribution; *Linguistics; Professional Associations; *Professional Personnel; *Questionnaires; Statistical Data; *Statistical Surveys; Teaching Experience

ABSTRACT

A study was undertaken to obtain current information about individuals professionally concerned with linguistics and related fields. The study is based on information from the 1968 questionnaire of the National Register of Scientific and Technical Personnel. Four aspects of the core community are emphasized: (1) academic training: highest degree earned, year of highest degree, degree-granting institution, major subjects, and foreign languages studied; (2) professional characteristics: place of employment, professional identification, employment status, type of employer, work activities, ESL experience, and membership in professional societies; (3) biographic background: place of birth, age and sex; and (4) mobility of the community: geographic distribution of the respondents according to birth, education, and employment. The study is supplemented by numerous tables, graphs, and maps illustrating the data, and a copy of the questionnaire is provided. (Author/AM)

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ED127803

CENTER FOR APPLIED LINGUISTICS

LANGUAGE INFORMATION NETWORK AND CLEARINGHOUSE SYSTEM (LINCS)

A STATISTICAL PROFILE OF THE AMERICAN LANGUAGE SCIENCES CORE COMMUNITY - 1968

By

Susan Paulus

Harry Gilbert

FL007923

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LINCS PROJECT DOCUMENT SERIES / NATIONAL SCIENCE FOUNDATION GRANT

LINCS #2-70 October 1970 NSF GN-771

CENTER FOR APPLIED LINGUISTICS, 1717 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036

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1. Introduction

The following study was undertaken by the Language Information Network and Clearinghouse System (LINCS) project of the Center for Applied Linguistics (CAL) to obtain current information about individuals professionally concerned with linguistics and related fields. This is a selective study focused on a core population as defined by those individuals in the language sciences community responding to the 1968 circularization of the National Register of Scientific and Technical Personnel questionnaire and not on the entire community. While some inferences can be made concerning the American language sciences community in general, the statistics used are limited to the National Register respondents.

The goal of the LINCS project is the implementation of a clearinghouse system for the organization, storage, and dissemination of information in the language sciences. An essential stage in the development of this system is an investigation into the potential LINCS producers and users community, a network of professionals, institutions, and professional societies. This report is one of a series of LINCS project studies intended to provide a comprehensive perspective of that community through up-to-date analyses of new areas of study in linguistics, predominant academic institutions in the language sciences, neglected areas of language knowledge, professional society membership, work activities, areas of employment, manpower information, and sources of professional information. This study emphasizes four aspects of the core community:

1. The academic training of the respondents: highest degree earned, year of highest degree, degree-granting institution, major subjects, and foreign languages studied;

2. Professional characteristics of the respondents: place of employment, professional identification, employment status, type of employer, work activities, and experience teaching English as a foreign language, membership in professional societies;

3. The biographic background of the respondents: place of birth, age, and sex;

4. Mobility of the respondent community: geographic distribution of the respondents according to birth, education, and employment.

2. Procedure

Since 1954, the National Science Foundation has maintained a National Register of Scientific and Technical Personnel, the purpose of which is to obtain current information on the economic and professional characteristics of personnel in important scientific fields. This information is collected biennially by means of questionnaires circulated to individual scientists by the National Science Foundation and various cooperating societies. In 1964, for the first time, a National Register questionnaire directed specifically toward linguists was circulated by the Center for Applied Linguistics. This was followed by another circularization in 1966 and again in 1968. This study is based on the data collected from the questionnaires returned from the 1968 circularization. (See appendix A for a copy of the questionnaire.) The data were coded, processed by computer, and then analyzed.

The mailing list consisted mainly of the membership list of the Linguistic Society of America (LSA) and of those additional individuals known or believed to be involved in linguistics and closely related fields. Of the 4,526 questionnaires which were originally sent, 481 were returned by the Post Office as undeliverable. Thus, the number of questionnaires sent and presumed delivered is 4,045, of which 2,205 were returned to LINCS. This represented a response rate of about 55%, as compared with 59% for the 1964 and 1966 circularizations.

Of those questionnaires returned, 2,088 provided the statistics used in this study, in which, due to the nature of the mailing list, the number of linguists exceeded that of the teachers of foreign languages.[1] Of the respondents, 1,541 were classified by the National Science Foundation as specifically scientific personnel. Since LINCS is intended to serve a large, interdisciplinary public of varied interests and specialties in the language sciences, the remaining 547 respondents were included to expand the scope of this study to encompass other individuals in the language sciences as well, primarily language teachers in institutions of higher education.

The 117 deletions (5% of the 2,205 questionnaires returned) represented duplicate and incomplete questionnaires, unqualified responses, foreigners not resident in the United States, and questionnaires returned unanswered or received after processing was completed.

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[1] 18% of the 6,000 scientific linguists and 1% of the 150,000 language teachers in the United States represented in this study.

3. Profile of the American Language Sciences Core Community, 1968

3.1. Average Profile

For purposes of this survey, the various data on the respondent community, presented in detailed analysis in the body of this report, were condensed into the following summary to provide a composite profile incorporating the general characteristics of the community. In brief, the average member of this community was young (under 40), male, and had recently earned a doctorate from a major university, majoring in the structure of a language or in linguistics. This composite respondent, who specialized in second language pedagogy, considered himself professionally to be a linguist or language teacher with a professional background of about 13 years. He was employed full time by an institution of advanced education and devoted most of his time to teaching and research.

About one-fourth of his colleagues had been born abroad and were currently employed in the United States; only 24% were female.[2]

The majority of his colleagues holding a Ph.D. or a B.A. as their highest degree identified themselves as language teachers. As to primary work activities, the majority of the Ph.D.'s and M.A.'s devoted most of their time to teaching, while research demanded most of the time of those colleagues with a B.A. as their highest degree. This was perhaps explained by the fact that a large number of the B.A.'s were part-time students working on advanced degrees. Over one-fourth of this community cited applied linguistics as their employment specialty. 1% of the entire group were retired.

The community was, generally speaking, a mobile one with a greater flow of personnel into the United States than out. The community covered had grown from 1,351 in the 1964 circularization of the National Register questionnaires to 2,088 in 1968, an increase of 54%. New York, California, and the District of Columbia still led in the number of personnel, respectively followed by Illinois in fourth place (Michigan was fourth in 1964) and by Pennsylvania which took Illinois' former place as fifth highest in concentration.

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[2] 9% of all the scientists in all disciplines in the 1968 National Register were women; in the linguistics sector of the Register, 22% were women.

The high concentrations in New York and California were explained by the fact that these states in general have the largest number of residents. The District of Columbia accounted for a considerable segment because of the large number of government agencies and departments, foreign language schools, universities, and the Center for Applied Linguistics. Illinois and Pennsylvania had the greatest number of respondents employed in advanced educational institutions.

3.2. Profile Elements

3.2.1. Highest Degree Earned. The highest degree held by 55% of the respondents was the doctorate, more than one-fourth held the master's as their highest degree, and less than one-tenth held the bachelor's. This was a striking contrast with the 1966 picture of American scientists as a whole; then the National Register reported 37% with a doctoral degree, 27% with a master's degree, and 30% with a bachelor's degree.

3.2.2. Institutions Granting Degrees and Attendance at Summer Linguistics Institutes. The University of Michigan led as the institution granting the greatest number of degrees, followed by Harvard University, Columbia University, Indiana University, the University of California at Berkeley, the University of Chicago, The University of Illinois, the University of Wisconsin, Yale University, the University of Texas, and the University of Pennsylvania. They granted 83% of the degrees granted by the 91 institutions reported. Two-fifths of the respondents reported that they had attended summer linguistic institutes.

3.2.3. Foreign Language Knowledge. The average number of languages per respondent was four; the number of respondents having no competence in a language other than English was minimal. The total list of languages indicated was predictably large, with French, German, and Spanish representing the greatest number of respondents, 77%, 60%, and 45%, respectively.

3.2.4. Place of Employment. Of those respondents born in the United States, 42% are employed in the East North Central and Middle Atlantic regions, 6% less than the percentage indicating these areas as "place of birth". (See Maps 1 and 2.) The percentage for place of employment in the Pacific region (California, Oregon, Washington, Alaska,

and Hawaii), however, was almost double that of "place of birth". The greatest number of respondents were employed in New York (231), followed by California (221), Illinois (115), and Pennsylvania (96). 116 respondents were employed in the District of Columbia (South Atlantic region).

3.2.5. Professional Identification. Because the question concerning professional identification did not list choices, responses were unstructured, but reflected two basic points of view. Of those respondents who answered in terms of work activity (802), 87% reported teacher, professor, educator, instructor, or lecturer as their professional identification. Of those who understood the question to mean field of specialization (1,316), 42% identified themselves as linguists or specialists in linguistics, 13% as specializing in a foreign language. The remainder of the group interpreting the question in terms of specialization reported more specific titles, such as specialist in teaching English as a foreign language (TEFL), missionary linguist, computational linguist, etc.

3.2.6. Years of Professional Experience. The average linguist had between 11 and 15 years of professional experience. One-fourth of all the respondents reported less than 5 years of professional experience.

3.2.7. Present Employment Status. Of the respondents, 83% were employed in a full-time capacity while 7% indicated part-time status. 7% were not employed, of which half (i.e. a total of 70) were seeking positions. 1% were retired, accounting for less than half of those respondents 70 years or older.

3.2.8. Professional Specialization. Respondents belonged to three main groups: scientific linguists, language teachers, and specialists in other fields with linguistic training. Scientific linguists were further divided into two subgroups: those specializing in general linguistics and those specializing in the application of linguistics. 52% of the respondents specialized in scientific linguistics, 33% in language teaching, and 6% in other fields.

3.2.9. Type of Employer. 71% of the entire population were employed by colleges and universities with only 3% in industry. The contrast with scientists as a whole as represented in the 1968 National Register was remarkable: 40% of all scientists were employed by educational institutions and 32% by industry. 10% were employed by the federal government as compared with 5% of the linguists.

3.2.10. Primary and Secondary Work Activities. Nearly three-fifths of the respondents considered teaching as their most time-consuming work activity with only one-fifth involved primarily in research, the reverse of the 1966 National Register in which scientists as a whole rated research most often as the primary work activity, followed by teaching. In the present study, respondents most frequently paired teaching and research/report writing, with teaching first.

3.2.11. Experience in Teaching English as a Foreign Language. Over half of the respondents had experience in English as a foreign language. Of these, 44% reported teaching as the type of experience, 23% reported teacher training, and 25% reported coursework.

3.2.12. Professional Society Membership. As might be anticipated, most respondents (1,291) belonged to the Linguistic Society of America or to the Modern Language Association of America (778). Other societies to which over 100 respondents belonged were the Linguistic Circle of New York (430), now renamed the International Linguistic Association, the Association of Teachers of English to Speakers of Other Languages (253), the American Association of Teachers of Spanish and Portuguese (175), the American Association of Teachers of Slavic and East European Languages (174), the American Oriental Society (141), the American Association of Teachers of French (131), the American Anthropological Association (130), the American Association of Teachers of German (126), and the National Council of Teachers of English (110). The average number of societies to which a respondent belonged was two.[3]

3.2.13. Place of Birth. The highest concentration of respondents by place of birth was in the East, North Central (Wisconsin, Michigan, Illinois, Indiana, and Ohio), and the Middle Atlantic (New York, New Jersey, and Pennsylvania) regions. These regions accounted for 45% of the entire group and 48% of the American-born respondents employed in the United States. (See maps 1, 2, and 3.)

3.2.14. Age. The median age of the respondents in the language sciences was 40. The median age of all scientists in the 1968 National Register was 38 with 39 the median age for linguists in

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[3]For more information on overlap see Charles A. Zisa, Overlap in Professional Society Membership in the Language Sciences, LINCS #1-70 (Washington, D.C.: Center for Applied Linguistics, 1970).

that Register. According to the 1968 National Register, 20% of all scientists and 1% of the linguists were in their 20s, while only 8% of all respondents in the 1968 Register were in this age group.

4. Academic Training of the Respondent Community.

In general, the academic training of the respondents, both men and women, was recent and advanced. 55% held a Ph.D. as their highest degree, 27% held a master's degree, and less than 10% indicated a bachelor's degree as the highest held. Only 30 respondents, or 1%, indicated no degree or failed to respond to the question. Of all the degrees earned, the largest number were granted by such institutions as the University of Michigan, Harvard University, Columbia University, Indiana University, the University of California at Berkeley, the University of Chicago, the University of Illinois, the University of Wisconsin, Yale University, the University of Texas, and the University of Pennsylvania. Most of the degrees were earned between 1961 and 1965. Only 14% earned their highest degree before 1945. Two-fifths of the respondents had attended summer linguistic institutes.

In compiling the figures on major areas of study, no distinction was made as to the level of the degree. The greatest number of respondents had specialized in the structure of a language and in linguistics and cited second-language pedagogy as their current employment specialty. Most respondents indicated knowledge of languages other than English, the average number of languages per person being four. 122 languages were mentioned. French led with 77%, German and Spanish followed with 60% and 46% respectively.

Table 1. Number of Respondents by Highest Earned Degree

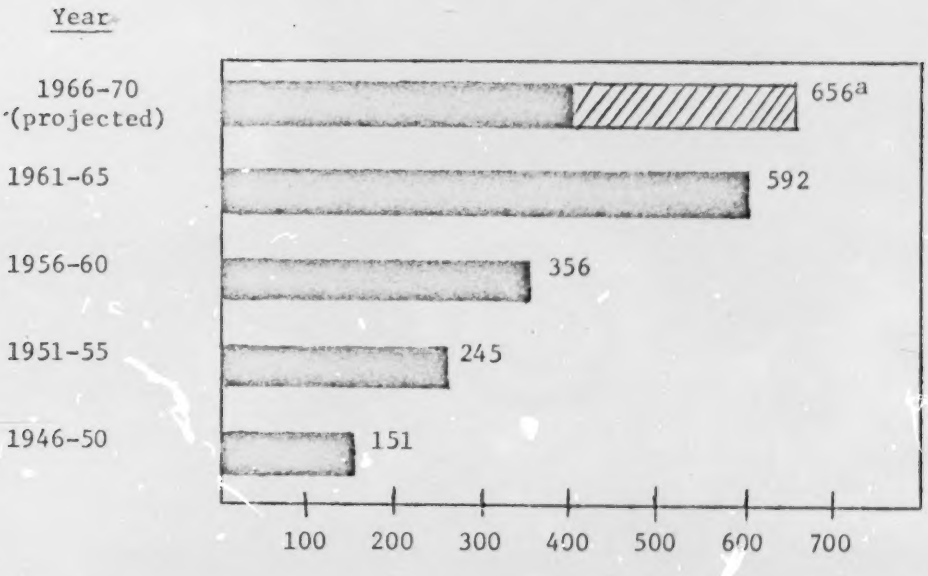
Degree	Number of Respondents
Bachelor's	188 (9%)
Master's	572 (27%)
Doctoral	1,139 (55%)
Foreign	159 (8%)
None/No response	30 (1%)
Total	2,038 (100%)

NOTE: Because it is often difficult to determine the American equivalent of a degree received at a foreign institution, such degrees were listed separately.

Table 2. Number of Respondents by Highest Earned Degree and by Sex

Degree	Male	Female
Bachelor's	129 (6%)	58 (3%)
Master's	381 (18%)	189 (9%)
Doctoral	932 (45%)	205 (10%)
Foreign	123 (6%)	36 (2%)
None/No response	29 (1%)	6 (-)
Total	1,594 (76%)	494 (24%)

NOTE: It is interesting to note in this cross-tabulation that the number of male respondents with a Ph.D. as their highest degree was more than four times that of female respondents of similar status, whereas for those with a B.A. or M.S. as their highest degree, the number of males was only slightly more than twice that of females.



Graph 1. Number of Respondents by Year of Highest Degree Earned

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NOTE: Because of their relatively small numbers, degrees earned prior to 1946 were not included in this graph.

[a]The projection of the number of degrees to be received in the 1966-70 period is an extension of the 385 earned in 1968.

Table 3. Number of Respondents by Year of Highest Earned Degree

Year of Degree	Number of Respondents	Year of Degree	Number of Respondents
1900 & before	1	1941-1945	68
1901-1905	5	1946-1950	151
1906-1910	1	1951-1955	245
1911-1915	3	1956-1960	356
1916-1920	9	1961-1965	592
1921-1925	17	1966-1968	385
1926-1930	32	No response	74
1931-1935	64		
1936-1940	85	Total	2088

NOTE: The largest number of respondents, 28%, were granted their highest degrees between 1961 and 1965. The number of degrees earned between 1941 and 1945 was more than doubled in the post-war five-year period.

Table 4. Number of Earned Degrees by Institution

Institution	Number of Degrees	Institution	Number of Degrees
Michigan	347	American	20
Harvard	227	Brigham Young	20
Columbia	217	Washington State	20
Indiana	152	Duke	19
California-Berkeley	144	Rochester	19
Chicago	131	Portland State	18
Illinois	129	Hartford Seminary Foundation	17
Wisconsin	126	Kentucky	17
Yale	122	Southern Illinois-Edwardsville	17
Texas	115	Tulane	17
Pennsylvania	114	Florida	16
California-Los Angeles	95	Western Reserve	16
Cornell	93	Hunter	15
New York	92	New Mexico	15
Georgetown	86	Wayne State	15
Oklahoma	71	Hawaii	13
New School (New York)	67	Missouri	12
Michigan State	63	George Washington	11
Syracuse	61	Pennsylvania State	11
Minnesota	60	Arizona	10
Northwestern	60	SUNY Buffalo	10
Princeton	57	Purdue	10
North Carolina	54	Southern California	9
Washington	52	Western Michigan	9
Iowa	50	Houghton	8
Stanford	47	Pittsburgh	7
Colorado	43	San Francisco	7
Johns Hopkins	35	Nevada	6
Massachusetts Institute of Technology	35	San Jose State	6
Ohio	33	Fresno State	5
Ohio State	32	Puerto Rico-Mayaguez	5
Columbia Teachers College	32	Western College	5
Brown	30	California State-Los Angeles	4
City College (New York)	25	Texas Tech	4
Louisiana State	24	Adelphi	3
Boston	23	Ball State	3
Maryland	22		
Kansas	21		

Table 4 cont.

Institution	Number of Degrees	Institution	Number of Degrees
California-San Diego	3	Eastern Michigan	2
Illinois Institute of Technology	3	Howard	2
Inter-American (Puerto Rico)	3	Morehead	2
Iowa State (Cedar Falls)	3	St. Michael's	2
Kansas State	3	California-Davis	1
San Diego State	3	Duquesne	1
Colorado State (Fort Collins)	2	New Mexico State	1
		Puerto Rico-Rio Piedras	1
		Queens College (New York)	1
		Rensselaer	1
		Foreign	397

NOTE: This list represents the total number of all degrees granted to the respondents by each institution; it is not limited to the highest degree earned nor to degrees in linguistics.

Table 5. Number of Respondents by Subject[a] of Earned Degrees

Subject	Total	As Major	As Minor
Structure of a language	2482	1626	856
Linguistics	1799	1281	518
Linguistics & literature	390	285	105
Comparison with a language group	217	157	60
Philology	82	60	22
Teaching English as a foreign language	52	40	12
Speech pathology	30	26	4
Applied linguistics	20	16	4
Historical & comparative linguistics	15	7	8
Phonetics	13	9	4
History of specific languages	12	6	6
Psycholinguistics	7	5	2
Descriptive linguistics	5	4	1
Anthropological linguistics	5	1	4
Phonology	3	2	1
Linguistics in relation to other fields	3	2	1
Linguistics in second language pedagogy	3	1	2
General linguistics	2	1	1
Linguistics in the teaching of native language skills	2	0	2
Language & culture	1	1	0
Contrastive structural comparisons	1	1	0
Structural analysis	1	0	1
Syntax	1	0	1

NOTE: The subjects of all degrees reported by respondents, not just the highest, are included. Topics have been grouped. All who listed the structure of a foreign language (structure of French, etc.) were placed together as were those listing the history of specific languages.

[a]Language sciences only.

Table 6. Number of Respondents by Foreign Language

Language	Number of Respondents
French	1602
German	1245
Spanish	951
Russian	431
Italian	416
Latin	268
Portuguese	214
Scandinavian (Swedish, Norwegian, and Danish)	162
Japanese	117
Classical Greek	109
Polish	108
Modern Greek	100
Arabic	98
Chinese	89
Serbo-Croatian	83
Dutch-Flemish	80
Hebrew	75
Czech and Slovak	69
Hindi-Urdu	68
Turkish	58
Sanskrit	50
Persian	48
Thai-Lao	43
Hungarian	40
Ukrainian	39
Rumanian	37
Bulgarian and Macedonian	35
Vietnamese	30
Indonesian-Malay	29
Icelandic	29
Yiddish	27
Finnish	26

NOTE: This table includes only those languages (32 out of 122) in which 26 or more respondents reported competence. Predictably, French, German, and Spanish, in that order, were the languages in which the greatest number of respondents indicated competence. According to the 1968 Register, most scientists in other disciplines

Table 6 cont'd

reported German as the foreign language in which they were most competent. The competence reported in Vietnamese (30), Finnish (26), Dutch-Flemish (80), and Thai-Lao (43) was greater than the number of language schools offering courses in these languages would indicate. Conversely, Hindi-Urdu (68), Turkish (58), and Persian (48) were more frequently offered in language schools than was Dutch-Flemish (80). The relative frequency of reported competence in Ukrainian (39) and Rumanian (37) was perhaps partially explained by the supposition that native speakers of these languages, professionally involved in other languages, would have listed their native languages as part of their language competence profile. Possibly philological interest accounted for the large number of respondents indicating competence in Serbo-Croatian (83), Icelandic (29), and possibly Rumanian (37). The number of respondents reporting competence in Japanese (117), represented a considerable increase over the low number reporting such competence before World War II.

Table 7. Number of Respondents by Foreign Language (grouped by language family)

Language	Number of Respondents	Language	Number of Respondents
INDO-EUROPEAN	2	Yiddish	27
Hittite group	7	Scandinavian,	
Indic group	6	including Danish,	
Hindi-Urdu	68	Norwegian, Swedish	162
Bengali	11	Icelandic	29
Gujerati	7	Dutch-Flemish	80
Sinhalese	2	Afrikaans	5
Marathi	13	Extinct Germanic	81
Sanskrit	50	Other Germanic	15
Punjabi	10	Celtic group	3
Other Indic	14	Irish	4
Iranian group	0	Scottish Gaelic	1
Persian	48	Welsh	4
Pashtu	5	Other Celtic	1
Kurdish	1	Other Indo-European	--
Other Iranian	3	Greek, modern	100
Baltic group	3	Greek, classical	109
Lithuanian	15	Armenian	6
Latvian	10	Albanian	10
Slavic group	6	Other specific	
Russian	431	Indo-European	5
Ukrainian	39		
Bielorussian	6		
Czech & Slovak	69	AFRO-ASIATIC	2
Polish	108	Semitic group	1
Serbo-Croatian	83	Arabic	9[illegible]
Bulgarian & Macedonian	35	Hebrew	75
Slovene	11	Amharic	6
Other Slavic	21	Other Ethiopic	4
Romance group	3	Other Semitic	25
French	1602	'Hamitic' group	--
Spanish	951	Berber group	2
Italian	416	Coptic	6
Portuguese	204	Ancient Egyptian	5
Rumanian	37	Other 'Hamitic'	1
Catalan	10	Cushitic group	--
Rhaeto-Romance	1	Somali	4
Latin	268	Chadic group	--
Other Romance	13	Hausa	18
Germanic group	9	Other Chadic	2
German	1245		

Table 7 cont. (p. 2)

Language	Number of Respondents
URALIC & ALTAIC	3
Turkic group	2
Turkish	58
Other Turkic	14
Mongolian group	9
Ugric group	--
Hungarian	40
Other Ugric	5
Finnic group	--
Finnish	26
Estonian	13
Lappish	1
Other Finnic	1
Other Uralic and Altaic	5
EAST ASIAN	3
Sino-Tibetan group	--
Chinese	89
Thai-Lao	43
Burmese	13
Tibetan	6
Other Sino-Tibetan	26
Vietnamese	30
Muong	1
Mon-Khmer group	--
Cambodian	5
Other Mon-Khmer	4
Korean	13
Japanese	117
Munda group	6
Dravidian group	3
Tamil	12
Telugu	8
Malayalam	4
Kannada	6
Other Dravidian	5
Other East Asian	1
AUSTRONESIAN	12
Indonesian	5
Bahasa Indonesia-Malay	29
Javanese	4
Philippine Indonesian group	--
Tagalog	22
Visayan	4
Ilocano	2
Other Philippine	11
Formosan Indonesian group	1
Southeast Asian Indonesian group	4
Malagasy	1
Other Indonesian	1
'Melanesian' group	1
Fijian	2
Other 'Melanesian'	1
Micronesian group	8
Polynesian group	10
AUSTRALIAN	1
PAPUAN	9
AMERICAN INDIAN	25
Eskimo-Aleut group	--
Eskimo	5
Algonkian-Wakashan group	--
Cree	2
Chippewa/Ojibwa	2
Blackfoot	1
Other Algonkian	3
Salishan	4
Other Wakashan	1
Nadene group	--
Athapaskan	--
Navajo	5
Apache	1
Other Athapaskan	1
Penutian group	20
Hokan-Siouan group	--
Cherokee	1
Creek-Seminole	2
Other Hokan-Siouan	4
Aztec-Tanoan group	1
Tanoan: Tiwa, Tewa	2
Zuni	2
Nahuatl	3
Other Aztec-Tanoan	4

Table 7 cont. (p.3)

Language	Number of Respondents	Language	Number of Respondents
Central American	19	KiSwahili	23
Mayan	10	Other Bantu	11
Mixteco	4	Other Niger-Congo	28
Other Central American	9	Khoisan	
South American	6	(Hottentot-Bushman)	3
Quechua	10	Other Sub-Saharan	
Aymara	2	African	--
Guarani	3		
Other South American	11	Caucasian	2
AFRICAN	1	Basque	2
Niger-Congo group	6		
Wolof	4	Creoles & Pidgins	21
Yoruba	5		
Igbo	7	Artificial languages	
Twi	6	(Esperanto)	8
Bantu	23		
		NO RESPONSE & NONE	118

NOTE: Table 7 provides a breakdown, by language family, of the foreign language knowledge of the respondents. The Indo-European family embraces the largest number of respondents, dominated by the Romance, Germanic, and Slavic groups, in that order. The Baltic, Hittite, and Celtic groups are the most under-represented of the Indo-European languages. Of the remaining groups in that family, the languages which should be noted for their low representation are Sinhalese (2) of the Indic group, Pashtu (5) and Kurdish (1) of the Iranian group and Armenian (6) of the other Indo-European group. Other languages significant for their under-representation are: Somali (4) of the Afro-Asiatic family, Cambodian (5) and Malayalam (4) of the East Asian family, Javanese (4), Visayan (4), Ilocano (2) and Malagasy (1) of the Austronesian family, and Cree (2), Chippewa/Ojibwa (2), Blackfoot (1), Navajo (5) and Nahuatl (3) of the American Indian family.

The numbers opposite each group name (e.g., INDO-EUROPEAN, AFRO-ASIATIC, etc.) represent respondents who have general knowledge of the group rather than competence in specific languages within the group.

It should be noted that the respondent was asked to use a proficiency code (see appendix A) in listing the languages in which he had substantial knowledge. This code consisted of different levels of proficiency, from native- or near-native-speaking command to extensive linguistic analysis to general conversation adequacy.

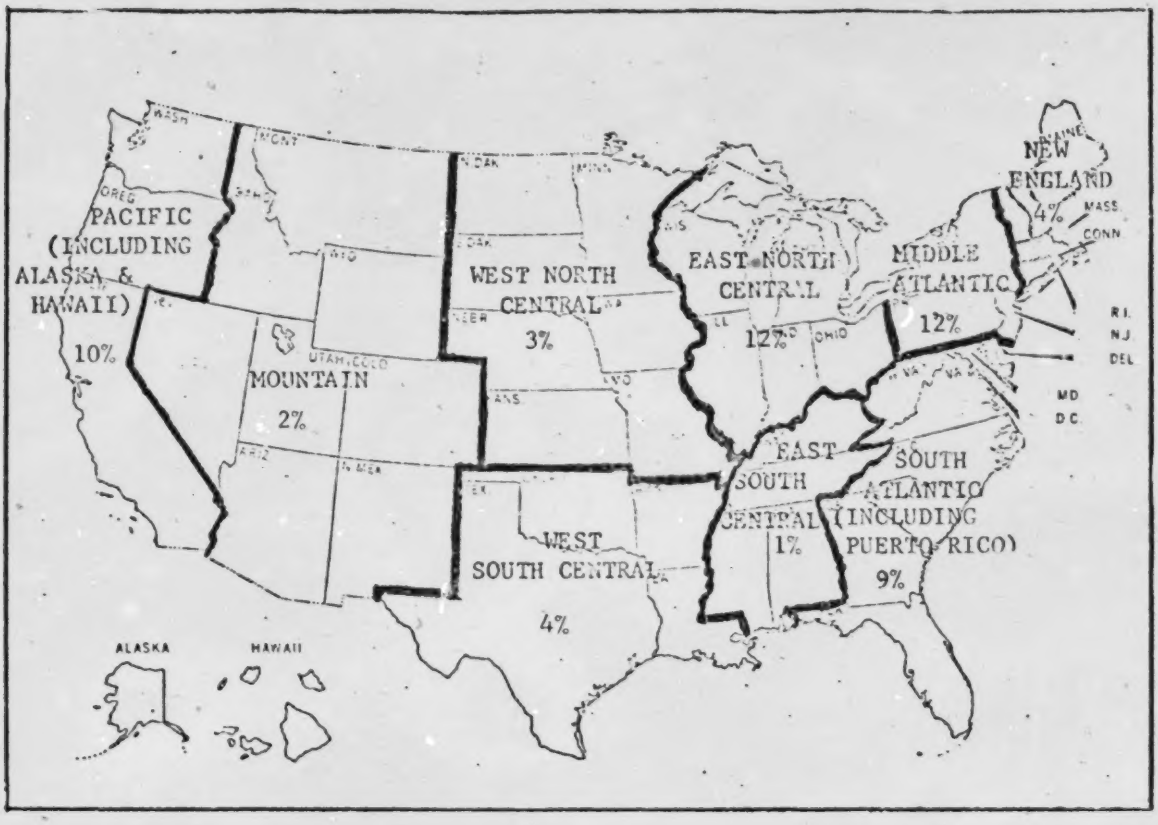
5. Professional Specialization and Activities of the Respondent Community

The preceding section characterized the academic background of the language sciences community as defined by the responses to the National Register questionnaire. The following pages concern the professional identification and activities of the respondents.

By dividing the respondents according to their professional area into broad groups of linguistics, language teaching, and other fields, it was found that the majority (52%) were employed as linguists, 33% as language teachers, and 6% in other fields such as information retrieval, anthropology, and area studies. The attempt to categorize the respondents by their professional identification, however, was more difficult due to the different interpretations of the question involved; that is, some answered in terms of their work activities while others answered in terms of their specialization, to produce such results as "professor" for activity and "historical linguistics" for specialization. Moreover, others regarded the question from the combined points of view, resulting in, for example, "professor of historical linguistics". This difficulty, notwithstanding, it was clear that most of the respondents were teachers and/or linguists. On the basis of these results, combined with those indicating specialty titles most related to their employment and fields of interest and competence, it was possible to determine the professional areas most in need of LINCS clearinghouse projects.

Table 8. Number of Respondents by Place of Employment

Place of Employment	Number of Respondents	Place of Employment	Number of Respondents
Alabama	5	New Jersey	23
Alaska	3	New Mexico	12
Arizona	12	New York	231
Arkansas	1	North Carolina	24
California	221	North Dakota	2
Colorado	19	Ohio	54
Connecticut	41	Oklahoma	9
Delaware	2	Oregon	10
District of Columbia	116	Pennsylvania	96
Florida	24	Rhode Island	13
Georgia	11	South Carolina	5
Hawaii	40	South Dakota	0
Idaho	6	Tennessee	9
Illinois	115	Texas	67
Indiana	57	Utah	12
Iowa	18	Vermont	5
Kansas	19	Virginia	26
Kentucky	8	Washington	36
Louisiana	17	West Virginia	2
Maine	3	Wisconsin	52
Maryland	28	Wyoming	2
Massachusetts	76	Puerto Rico	26
Michigan	81	CANADA	28
Minnesota	31	SOUTH AMERICA	50
Mississippi	1	EUROPE	20
Missouri	19	ASIA	66
Montana	3	AFRICA	17
Nebraska	6	OCEANIA	13
Nevada	2	Unemployed	138
New Hampshire	4	No response	51
		Total	2088



Map 1. Geographic Distribution of American Linguists Employed in the United States

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NOTE: Percentages are based upon the total number of respondents.

Respondents approached the question concerning professional identification from two points of view. Some responded in terms of their work activity (e.g. teacher); others in terms of their field of specialization (e.g. Romance linguistics). It was necessary, therefore, to divide this section of the study into those two categories for statistical analysis. Table 9A tabulates those who responded in terms of work activity, while table 9B tabulates those responding in terms of field of specialization. Those respondents who approached the question from both points of view, combining activity and field of specialization (e.g. teacher of Romance linguistics) were listed in both categories, thus producing a certain degree of overlap between the two tables. 228 of the respondents did not answer this question.

Because this question allowed for an unstructured response regarding professional identification, with the choice of terminology left to the discretion of the respondents, the terms listed in tables 9A and 9B represent categorization of the titles employed by the respondents themselves. The category "linguist" encompasses such titles as language scientist, descriptive linguist, grammarian, and behavioral speech scientist. The categories chosen were considered to be most significant for purposes of statistical interpretation.

Table 9A. Number of Respondents by Type of Work Activity

Work Activity		Number of Respondents
Teaching		694
Teacher	488	
Professor	146	
Educator	30	
Instructor	16	
Lecturer	3	
Teacher trainer	5	
Administrator		27
Student		22
Research		17
Scholar	11	
Researcher	5	
Field investigator	1	
Consulting		8
Consultant	6	
Counselor	1	
Advisor	1	
Editor		8
Translator		7
Writer		9
Civil servant		4
Minister		2
Publisher		2
Housewife		1
Literary critic		1

Table 9B. Number of Respondents by Field of Specialization

Language Sciences	Number of Respondents	Other Fields	Number of Respondents
Linguist	555	Communication specialist	6
Foreign language teacher	174	Anthropologist	5
Teacher of English as a foreign language	74	Librarian	4
Specialist in English as a native language	71	Computer specialist	4
Anthropological linguist	70	Teaching systems designer	3
Specialist in a particular language(s)	70	Medievalist	2
Applied linguist	56	Psychologist	2
Philologist	33	Information systems specialist	2
Missionary linguist	31	Audiologist	2
Phonetician	21	Folklorist	2
Historical linguist	15	Engineer	1
Psycholinguist	14	Historian	1
Classicist	13	Industrial specialist	1
Computational linguist	13	Music teacher	1
Area specialist	12	Physiologist	1
Theoretical linguist	11		
Lexicographer	9		
Speech specialist	8		
Sociolinguist	7		
Literary scholar	7		
Translator	6		
Comparative linguist	5		
Dialectologist	3		
Reading specialist	1		

NOTE: N=1316.

Table 10. Number of Respondents by Professional Specialization

Field of Specialization	Number of Respondents		Percentage
Linguistics		1088	52%
General	935		45%
Applied	153		7%
Language teaching		680	33%
Other fields		136	6%
No response		184	9%
Total		2088	100%

NOTE: The components of each group are as follows:

General linguistics: descriptive linguistics, including dialectology, field methods, lexicography, and the structure of specific languages or language groups; historical and comparative linguistics, including comparison within a language group, history of a specific language or language group, etymology, and philology; phonetics; teaching of linguistics; theory of linguistics.

Applied linguistics: language aptitude and proficiency testing, language text preparation, teacher training, contrastive structural comparisons, teaching English as a foreign language; literacy and writing systems; mechanized applications of linguistics; linguistics in translation; anthropological linguistics; linguistics and literature; psycholinguistics; sociology of language; speech pathology.

Language teaching: methodology of second language teaching; education; speech.

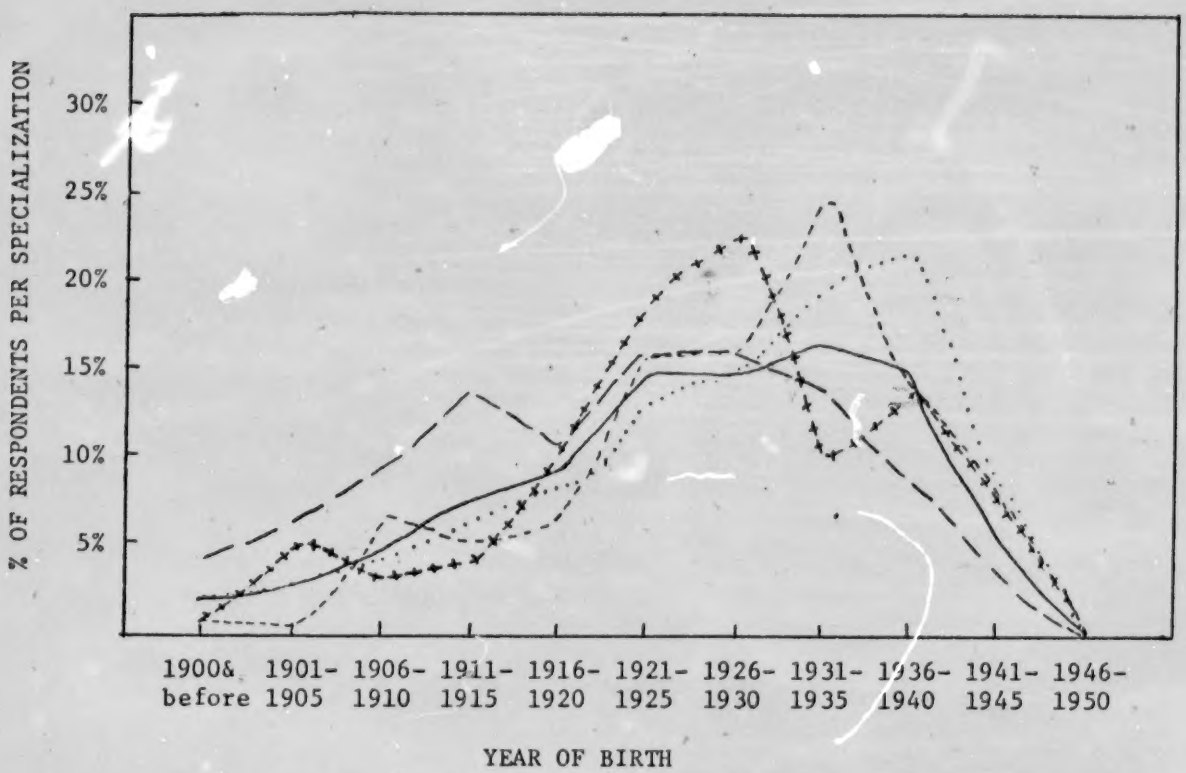
Other fields: information retrieval and computer science; philosophy; mathematics; psychology, anthropology; area studies; law; physics; chemistry.

Table 11. Number of Respondents by Professional Specialization and by Date of Birth

Date of birth	Applied Linguistics	General Linguistics	Language Teaching	Other Fields	Total
1900 & before	2(1%)	16(2%)	27(4%)	1(1%)	46(2%)
1901-05	1(1%)	23(3%)	38(6%)	7(5%)	69(3%)
1906-10	11(7%)	35(4%)	60(9%)	4(3%)	110(5%)
1911-15	8(5%)	54(6%)	88(13%)	6(4%)	156(8%)
1916-20	11(7%)	72(8%)	76(11%)	14(10%)	173(9%)
1921-25	25(16%)	132(14%)	105(16%)	25(18%)	287(15%)
1926-30	25(16%)	136(15%)	108(16%)	31(23%)	300(15%)
1931-35	36(24%)	179(19%)	94(14%)	14(10%)	323(17%)
1936-40	21(14%)	202(22%)	59(9%)	19(14%)	301(15%)
1941-45	13(8%)	84(9%)	21(3%)	13(10%)	131(6%)
1946-50	0(0%)	1(0%)	0(0%)	2(1%)	3(.2%)
Total	153 (8%)	934 (49%)	676 (36%)	136 (7%)	1899

NOTE: The percentages in parentheses are based only on the total in each column.

Number of responses = 1899
No response = 189
Total = 2088



Graph 2. Percentage of Respondents by Professional Specialization and by Date of Birth

--- = Applied linguistics

... = General linguistics

+++ = Other fields

— — = Language teaching

____ = Total

Table 12. Number of Respondents by Professional Specialization and Sex

	Professional specialization					
Sex	Applied Linguistics	General Linguistics	Language Teaching	Other Fields	No Response	Total
Male	102	744	503	112	133	1594
Female	51	187	176	24	56	494
Total	153 (8%)	931 (49%)	679 (35.8%)	136 (7%)	189	2088

Table 13. Number of Respondents by Professional Specialization and by Highest Degree

Highest Degree	Applied Linguistics	General Linguistics	Language Teaching	Other Fields	No Response
Bachelor's	10	89	34	30	25
Master's	63	211	215	37	46
Doctoral	60	561	375	55	88
Foreign	18	66	47	9	19
No response	2	8	9	5	6
Total	153	935	680	136	184

NOTE: N=2088.

Table 14. Number of Respondents by Primary and Secondary Work Activity

	Work Activity							
	Test Development	Teaching	Research & Report Writing	Management	Consulting	Other[a]	No Response	Total
Primary	2 (.1%)	1212 (58%)	398 (19%)	238 (11%)	24 (1%)	45 (2%)	169 (8%)	2088
Secondary	19 (.19%)	310 (15%)	889 (43%)	230 (11%)	103 (5%)	94 (4%)	443 (21%)	2088

NOTE: The questionnaire provided space for two responses concerning employment activities, the first being what the respondent considered his most important employment activity on the basis of time devoted to it, and the second being that work activity rated second most important, also on the basis of time devoted to it. The pair of responses most often listed combined teaching as the primary work activity and research/report writing as the secondary. Nearly three-fifths of the entire population were engaged primarily in teaching, with only one-fifth devoting most of their time to research and report writing. It is interesting to note that the work activity rated most important for scientists overall in the 1966 Report of the National Register of Scientific and Technical Personnel was research and development.

[a]Usually self-employed.

Table 15. Number of Respondents by Professional Specialization and by Primary and Secondary Work Activity

Work Activity	Applied Linguistics			General Linguistics			Language Teaching			Other Fields			All Fields
	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	Total
Test Development	0	6	6	0	3	3	1	9	10	1	1	2	21
Teaching	79	21	100	515	145	660	489	95	584	39	24	63	1407
Research/Report Writing	32	57	89	238	460	698	58	274	332	39	38	77	1196
Management	21	16	37	83	79	162	83	101	184	32	17	49	432
Consulting	5	12	17	8	43	51	7	29	36	3	10	13	117
Other	7	6	13	14	25	39	9	43	52	10	11	21	125
Total	144	118		858	755		647	551		124	101		

NOTE: Number of responses = 1,902
No response = 186
Total = 2,088

Table 16. Number of Respondents by Work Activity and by Sex

	Male			Female		
Work Activity	1st	2nd	Total	1st	2nd	Total
Test Development	2	12	14	0	7	7
Teaching	943	260	1203	268	48	316
Research/Report Writing	288	720	1008	108	168	276
Management	210	187	397	28	43	71
Consulting	18	76	94	6	27	33
Other	29	57	86	14	37	51
No response	97	276	373	69	162	231
Total	1587 (76%)	1588 (76%)		493 (24%)	492 (24%)	

NOTE: Number of responses = 2,080
No response = 8
Total = 2,088

Table 17. Number of Respondents by Work Activity and by Highest Degree

Work Activity	Degree					
	Bachelor's	Master's	Doctoral	Foreign	No Response and Other	Total
Test development	0	1	1	0	0	2
Teaching	51	286	762	99	14	1212
Research/ Report Writing	61	118	186	28	5	398
Management	27	64	129	14	4	238
Consulting	1	7	14	0	2	24
Other	12	17	10	5	1	45
No response	36	79	37	13	4	169
Total	188	572	1139	159	30	2088

NOTE: As might be assumed, the largest number of respondents with a master's, doctoral, or foreign degree were employed primarily in teaching. It is interesting to note, however, that of those respondents with a bachelor's as their highest degree, more devoted most of their time to research than to teaching.

Table 18. Number of Respondents by Specialty as Most Closely Related to Employment and Other Specialties in which Competent

Specialty Title	Employment	General Competence 1	2	3	4	Total
Applied linguistics	2	1	0	4	3	10
Language aptitude and proficiency testing	15	36	18	11	12	92
Language laboratories	30	60	30	25	14	159
Language text construction	66	81	35	40	30	252
Second language pedagogy	242	130	69	54	29	524
Teaching of native language skills	81	42	27	16	18	184
Teacher training	92	103	98	39	43	375
Contrastive structural comparisons	5	16	30	24	15	90
Teaching English as a foreign language	6	3	2	2	4	17
Other	17	7	2	7	2	35
Total	556	479	311	222	170	
Descriptive linguistics	5	6	0	1	2	14
Contrastive analysis	11	22	23	26	16	98
Dialectology	30	42	33	42	18	165
Field methods	6	31	27	17	10	91
Lexicography	28	23	19	24	13	107
Morphology	10	29	35	29	18	121
Phonology	32	66	77	57	31	263
Structural analysis	46	45	40	33	19	183
Structure of specific language or language group	159	153	134	117	87	650
Study of writing systems	0	2	9	9	3	23
Syntax	51	4	57	63	38	213
Other	4	56	4	5	3	72
Total	382	479	458	423	258	
General linguistics	2	1	0	0	1	4
Child language	7	10	13	10	8	48
Language contact	9	11	13	7	5	45
Mathematical models in linguistics	7	8	7	11	7	40
Study of meaning	6	17	15	11	14	63
Theory of grammar	49	42	51	51	34	227
Typology & language universals	2	6	11	11	8	38
Statistical studies of language	3	7	10	7	10	37
Other	2	1	3	2	1	9
Total	87	103	123	110	88	

Table 18 cont. (p. 2)

Specialty Title	Employment	General Competence 1	2	3	4	Total
Historical & comparative linguistics	2	2	1	0	0	5
Comparison within a language group	74	86	64	55	31	310
Etymology	3	14	20	12	12	61
History of specific language	131	128	99	78	65	501
Reconstruction, subgrouping, process of language change	13	23	22	19	21	98
Philology	0	1	1	0	1	3
Other	1	6	5	3	4	19
Total	224	260	212	167	134	
Language in relation to other fields	0	1	2	0	1	4
Anthropological linguistics	35	19	16	17	16	103
History of linguistics	3	6	10	11	10	40
Language and culture	15	21	26	19	18	99
Literature	89	48	36	30	28	231
Physiology of speech and hearing	2	12	4	8	1	27
Psycholinguistics	21	17	24	16	4	82
Sociology of language	10	14	15	15	14	68
Speech pathology	13	8	10	3	5	39
Other	8	5	3	4	2	22
Total	196	151	146	123	99	
Language policies	0	0	0	1	0	1
Language standardization	1	2	3	8	3	17
Problems of linguistic minorities	6	5	9	11	18	49
Translation of technical terminology	4	6	9	5	4	28
Other	0	1	2	0	2	5
Total	11	14	23	25	27	
Literacy and writing systems	0	0	1	1	1	3
Devising of writing systems	0	7	5	4	6	22
Materials for new literates	7	8	10	6	8	39
Teaching of literacy	3	4	7	14	7	35
Other	2	0	1	0	3	6
Total	12	19	24	25	25	

Table 18 cont. (p. 3)

Specialty Title	Employment	General Competence 1	2	3	4	Total
Mechanized applications	1	0	3	1	0	5
Automated linguistic analysis	11	21	14	7	10	63
Machine translation	8	7	7	4	9	35
Other	7	3	3	2	5	20
Total	27	31	27	14	24	
Phonetics	3	2	3	0	1	9
Acoustic phonetics	11	22	16	9	14	72
Articulatory & instrumental phonetics	18	18	23	16	19	94
Other	4	3	3	1	0	11
Total	36	45	45	26	34	
Other specialties	57	22	23	15	18	135
Information retrieval and computer science	18	9	5	5	2	39
Methodology of second language teaching	103	44	79	55	30	311
Teaching of linguistics	66	36	33	29	35	199
Education	49	11	20	18	13	111
Philosophy	0	4	4	3	8	19
Speech	6	7	7	10	4	34
Translation	47	38	32	35	31	183
Physics	0	0	1	1	0	2
Mathematics	0	2	2	4	1	9
Biology	0	0	0	0	0	0
Psychology	0	1	6	4	5	16
Anthropology	5	4	3	6	3	21
Sociology	1	1	5	1	0	8
Political science	1	4	1	5	0	11
Area studies	2	1	2	1	2	8
Audiology	0	0	0	1	0	1
Total	355	184	223	193	152	
Linguistics (unspecified)	18	8	5	2	5	38

NOTE: Respondents were asked to list first the specialty most closely related to their present employment and then other scientific specialties in which they had competence. "Structure of a specific language" represented the largest number of respondents with a total of 650, followed by "second language pedagogy" with 524.

Table 19. Number of Respondents by Professional Society Membership

Society Name	Number of Respondents
Linguistic Society of America	1291
Modern Language Association of America	778
Linguistic Circle of New York	430
Association of Teachers of English to Speakers of Other Languages	253
American Association of Teachers of Spanish and Portuguese	175
American Association of Teachers of Slavic and East European Languages	174
American Oriental Society	141
American Association of Teachers of French	131
American Anthropological Association	130
American Association of Teachers of German	126
National Council of Teachers of English	110
American Council on the Teaching of Foreign Languages	95
American Dialect Society	83
American Name Society	74
Association for Computational Linguistics	61
Speech Association of America	56
American Philological Association	50
National Association for Foreign Student Affairs	48
International Phonetic Association	43
Association for Asian Studies	37
American Association for Teachers of Italian	35
Acoustical Society of America	34
Chinese Language Teachers Association	34
Association for Computing Machinery	25
American Association for Teachers of Chinese Language/Culture	24
Mediaeval Academy	24
American Association for the Advancement of Slavic Studies	24
American Speech/Hearing Association	23
Canadian Linguistic Association	23
American Ethnological Society	20
American Association for Teachers of Japanese	16
African Studies Association	15
Society for the Advancement of Scandinavian Studies	15
National Education Association	13
International Reading Association	12

Table 19 cont.

Society Name	Number of Respondents
American Folklore Society	11
American Association of Teachers of Arabic	10
National Association of Language Lab Directors	9
College English Association	7
American Classical League	6
American Association for the Advancement of Science	6
Renaissance Society of America	5
Conference on College Composition and Communication	4
American Society for Information Science	4
Associación Linguística y Filológica de América Latina	4
American Psychological Association	4
Philological Association of the Pacific Coast	4
International Arthurian Society	3
Chicago Linguistic Society	3
Polynesian Society	3
Association of Current Anthropology	3
National Society for Programmed Instruction	3
National Society for the Study of Communication	3
National Association for Public School Adult Education	3
American Society of Geolinguistics	3
Societe de Linguistique Romane	2
National Federation of Modern Language Teachers Association	2
American Translators Association	2
Society for General Semantics	1
American Studies Association	1
Southwest Anthropological Society	1
International Society for General Semantics	1
Russian/American Scholars	1
American Sociological Association	1
International Society of Bio-phonetics	1
American Educational Research Association	1
Society for Applied Anthropology	1
American Science Affiliation	1
American Society for Latin American Studies	1

Table 20. Number of Respondents by Selected Professional Society and by Primary and Secondary Work Activity

	NLA[a] N = 778			LSA[b] N = 1290			LCNY[c] N = 430			AAA[d] N = 130		
	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total	1st	2nd	Total
Test development	0 (0%)	7 (.9%)	7	1 (.1%)	12 (.9%)	13	0 (0%)	2 (.5%)	2	0 (0%)	0 (0%)	0
Teaching	552 (71%)	115 (15%)	667	766 (59%)	190 (15%)	956	274 (64%)	67 (16%)	341	74 (57%)	24 (18%)	98
Research/ Report Writing	80 (10%)	381 (49%)	461	266 (21%)	613 (47%)	879	87 (20%)	229 (53%)	316	37 (28%)	70 (54%)	107
Management	108 (14%)	107 (14%)	215	129 (10%)	124 (10%)	253	31 (7%)	43 (10%)	74	9 (7%)	8 (6%)	17
Consulting	8 (1%)	33 (4%)	41	13 (1%)	61 (5%)	74	5 (1%)	16 (4%)	21	5 (4%)	7 (5%)	12
Other	5 (.6%)	30 (4%)	35	13 (1%)	39 (4%)	52	2 (.4%)	7 (2%)	9	1 (.8%)	2 (2%)	3
No response	25 (3%)	105 (13%)	130	102 (7%)	251 (20%)	353	30 (7%)	66 (15%)	96	4 (3%)	19 (15%)	23

NOTE: Of the societies which the respondents indicated, these four were selected as representative of all respondents for purposes of illustrating the relation between society membership and work activity. Work activities were rated by the respondents on the basis of the amount of time devoted to each activity: "1st"

Table 20 cont.

indicates the work activity which the respondent considered the most important and the most time-consuming and "2nd" the second most time-consuming. In each society the greatest number of members rated teaching as the most important work activity and research/report writing as the second most important.

[a]Modern Language Association of America

[b]Linguistic Society of America

[c]Linguistic Circle of New York (now International Linguistic Association)

[d]American Anthropological Association.

Table 21. Number of Respondents by Employment Status

Employed Full-time	Employed Part-time	Unemployed[a]	Unemployed[b]	Retired	No Response	Total
1725 (83%)	144 (7%)	70 (3%)	74 (4%)	24 (1%)	51 (2%)	2088 (100%)

NOTE: It should be noted that many of the respondents who stated that they were unemployed are students.

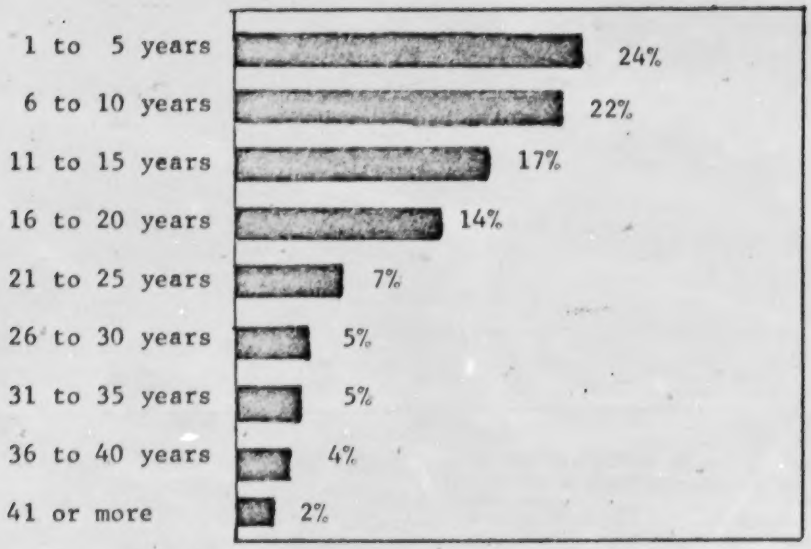
[a]Seeking employment

[b]Not seeking employment.

Table 22. Number of Respondents by Years of Professional Experience

Number of Years	Number of Respondents
1 to 5 years	406
6 to 10 years	387
11 to 15 years	291
16 to 20 years	244
21 to 25 years	124
26 to 30 years	85
31 to 35 years	80
36 to 40 years	66
41 or more	43

NOTE: Number of responses = 1,726
No response = 362
Total = 2,088



Graph 3. Percentage of Respondents by Years of Professional Experience

Table 23. Number of Respondents by Type of Employer

Private Industry	University, College, Junior College	Federal Government	School System	Nonprofit Organization	Military	Other and Self-emp.
54 (3%)	1481 (71%)	98 (5%)	58 (3%)	142 (7%)	11 (1%)	63 (3%)

NOTE: Number of responses = 1,907
No response = 181
Total = 2,088

Respondents were asked to check the single category most representative of their present principal employers. "School system" signifies secondary or elementary schools and "nonprofit organization" means those other than educational institutions. The majority of respondents were employed by colleges and universities.

Table 24. Number of Respondents by Type of Employer and by Work Activity

Primary Work Activity	Industry	University, College, Junior College	Government	Schools	Nonprofit	Military	Other	Total
Test development	0	1	1	0	0	0	0	2
Teaching	4	1107	23	41	11	1	16	1203
Research/Report Writing	23	214	27	6	86	2	26	384
Management	18	134	35	8	27	4	10	236
Consulting	5	5	3	1	6	1	3	24
Other	4	12	8	2	9	2	6	43
No response	0	7	1	0	3	1	2	14
Total	54 (3%)	1480 (71%)	98 (5%)	58 (3%)	142 (7%)	11 (1%)	63 (3%)	1906

Number of responses = 1,906
No response = 182
Total = 2,088

Table 24 cont.

Secondary Work Activity	Industry	University, College, Junior College	Government	Schools	Nonprofit	Military	Other	Total
Test development	1	11	6	0	1	0	0	19
Teaching	4	256	15	7	18	1	6	307
Research/Report Writing	21	757	30	14	40	4	16	882
Management	8	179	10	9	16	0	5	227
Consulting	5	50	9	6	20	0	11	101
Other	2	62	3	4	14	1	6	92
No response	13	166	25	18	32	5	18	277
Total	54 (3%)	1481 (71%)	98 (5%)	58 (3%)	141 (7%)	11 (1%)	62 (3%)	1905

Number of responses = 1,905
No response = 183
Total = 2,088

NOTE: As would be anticipated in this cross-tabulation by type of employer and by work activity, the largest number of respondents employed by educational institutions rate teaching and research as their first and second most important work activity, as did the respondent population as a whole. Those employed by industry and nonprofit organizations, however, devoted most of their time to research and management.

Table 25. Number of Respondents by Work Activity and by Sex

Sex	Industry	College	Government	Schools	Non-Profit	Military	Other	No response	Total
Male	44	1175	79	40	94	11	42	109	1594 (76%)
Female	10	302	19	18	47	0	21	77	494 (24%)
Total	54	1477	98	58	141	11	63	186	2088

Table 26. Number of Respondents with Experience in Teaching English as a Foreign Language

Type of Experience	Teaching	Testing	Text Writing	Teacher Training	Coursework	Other
Number of respondents	913	353	300	487	423	206
Percentage[a]	(44%)	(17%)	(14%)	(23%)	(20%)	(10%)

[a]This was a multiple-response question; each percentage figure is based on the total of 2,088.

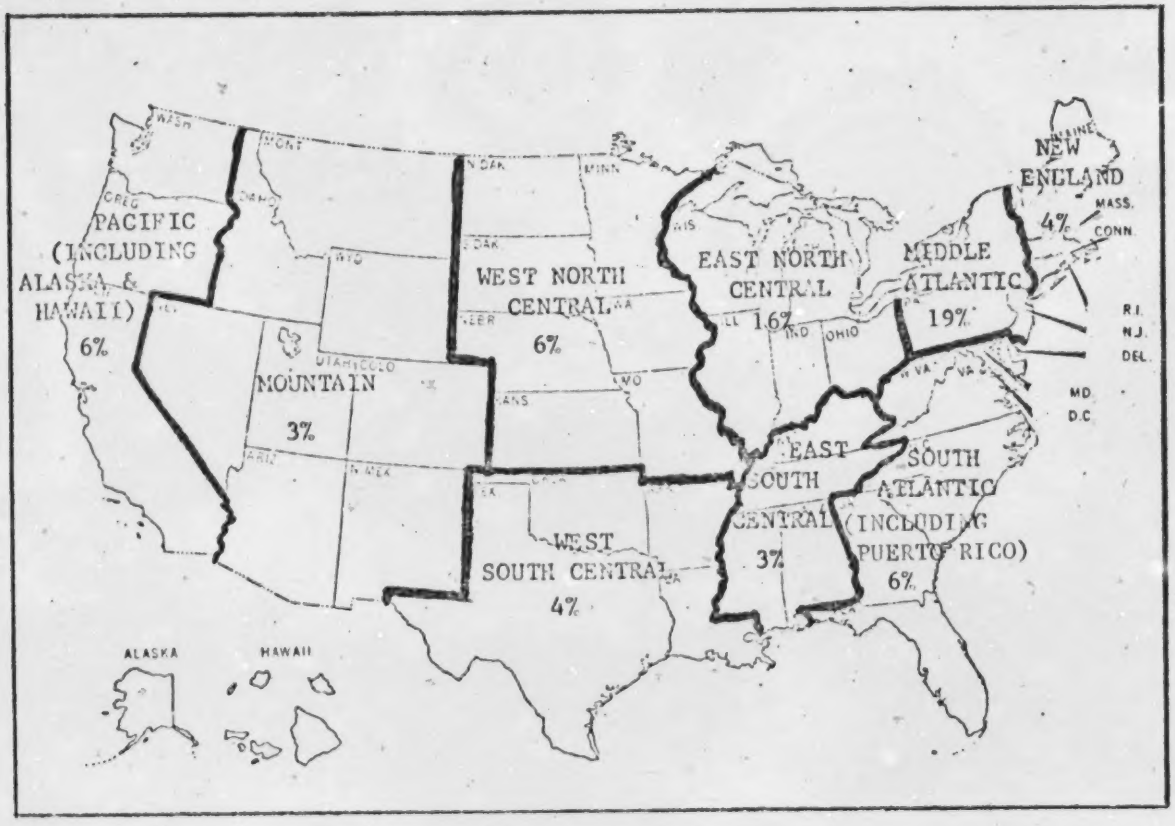
6. Biographical Background of the Respondent Community

Approximately three-fourths of the individuals in this study were born in the United States (see map 2). Almost one-half of the American-born respondents were born in the Middle Atlantic and East North Central regions. Of the respondents born in countries other than the United States (24%), Europe, as anticipated accounted for the largest number: 303, or 61% of the foreign-born. Africa (with 12) and Oceania (with 5) together represented only 3% of the respondents born abroad.

The majority of the respondents, slightly over three-fourths, were men of whom the largest number (274) were between 34 and 39 years of age, whereas the largest number of women (94) were between 29 and 33 years of age. The median age for the entire group, however, was 40 years.

Table 27. Number of Respondents by Place of Birth

Place of Birth	Number of Respondents	Place of Birth	Number of Respondents
Alabama	15	New Jersey	55
Alaska	0	New Mexico	5
Arizona	7	New York	228
Arkansas	4	North Carolina	20
California	89	North Dakota	11
Colorado	17	Ohio	73
Connecticut	25	Oklahoma	22
Delaware	2	Oregon	16
District of Columbia	26	Pennsylvania	111
Florida	10	Rhode Island	12
Georgia	19	South Carolina	4
Hawaii	4	South Dakota	2
Idaho	12	Tennessee	22
Illinois	107	Texas	63
Indiana	36	Utah	18
Iowa	30	Vermont	6
Kansas	13	Virginia	12
Kentucky	22	Washington	21
Louisiana	8	West Virginia	12
Maine	7	Wisconsin	34
Maryland	22	Wyoming	3
Massachusetts	73	Puerto Rico	17
Michigan	79	CANADA	24
Minnesota	40	SOUTH AMERICA	34
Mississippi	6	EUROPE	303
Missouri	22	ASIA	116
Montana	6	AFRICA	12
Nebraska	15	OCEANIA	5
Nevada	1	No response	102
New Hampshire	8		
		Total	2088



Map 2. Geographic Distribution of the Respondents by Birth (in the USA only)

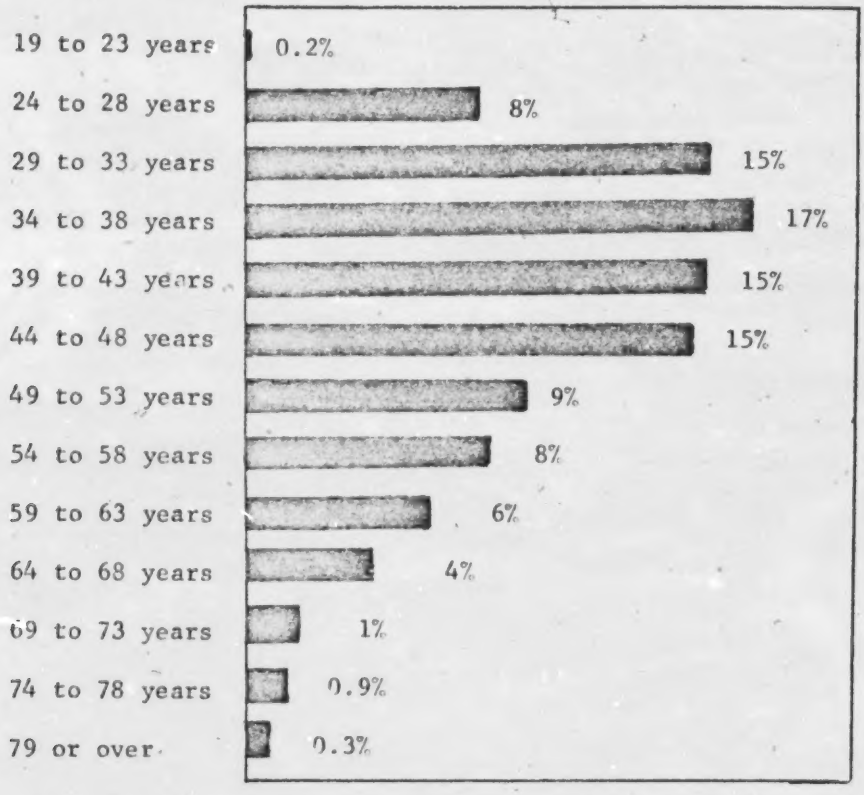
NOTE: Percentages are based on the total number of respondents.

Table 28. Number of Respondents by Age

Age	Number of Respondents	Age	Number of Respondents
19 to 23 years	4	49 to 53 years	191
24 to 28 years	157	54 to 58 years	170
29 to 33 years	318	59 to 63 years	127
34 to 38 years	352	64 to 68 years	80
39 to 43 years	319	69 to 73 years	28
44 to 48 years	308	74 to 78 years	19
		79 to 92 years	7

NOTE:

Number of responses	=	2,080
No response	=	8
Total	=	2,088



Graph 4. Percentage of Respondents by Age

Table 29. Number of Respondents by Sex and by Year of Birth

Year	Number of Men	Number of Women
1900 & before	39	15
1901-1905	61	18
1906-1910	99	28
1911-1915	131	39
1916-1920	148	43
1921-1925	246	62
1926-1930	268	50
1931-1935	274	78
1936-1940	223	94
1941-1945	96	60
1946-1950	1	2
Total	1586 (76%)	489 (24%)

NOTE:

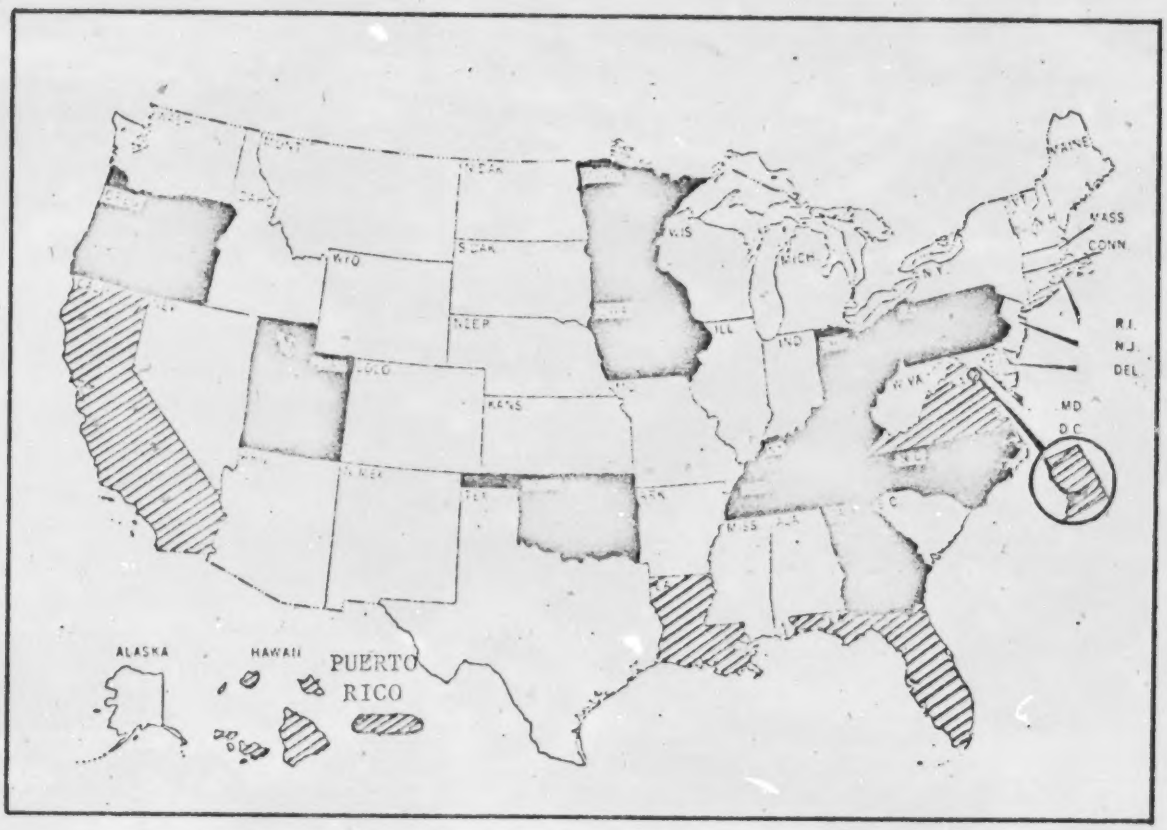
Number of responses	=	2,075
No response	=	13
Total	=	2,088

7. Mobility of the Respondent Community

The mobility of the American linguistic community is reflected in the information provided by those respondents born and currently employed in the United States, including Puerto Rico. The population flow can be determined by comparing the number of respondents born in each state with the number remaining in each state for their advanced education and/or for employment, with the number earning their highest degrees from each state, and with the total number employed in each state. It is interesting that Hawaii, with relatively few respondents earning their highest degree in that state, indicated a relatively large number for employment. California, Connecticut, the District of Columbia, and Louisiana indicated a large number of respondents receiving their highest degree in each state as well as considerable movement into the area of employment. Maryland, Nevada, Rhode Island, and South Carolina represented mobile populations as to number of respondents born, educated, and employed in each, whereas Kansas showed static birth and employment figures, but a drop in number of degrees granted in the area. Washington and Wisconsin remained static for birth and employment but showed an increase in the number of respondents receiving advanced education.

New York ranked first in number of respondents born there, educated there, and employed there; Texas ranked eighth in each. The District of Columbia ranked ninth as the place where the highest degree was granted but fourth as a place of employment. Michigan, Indiana, and Massachusetts showed the same pattern, with the number receiving their highest degree in each state far greater than that born or employed there. Pennsylvania and Illinois illustrated reverse patterns with the number receiving their highest degree in each far smaller than that born or employed there.

Overall movement into the United States seemed to be greater than movement out.



Map 3. Population Movement by Place of Employment and Place of Birth

LEGEND:

The number of respondents employed in these states (only those with more that 15 respondents were included) is significantly greater than the number born there.

The number of respondents born in these states (only those with more than 15 respondents were included) is significantly greater than the number employed there.

There is no significant difference between the number of respondents employed in these states and the number born there.

Table 30. Number of American-Born Respondents by State of Birth, by Highest Degree from State of Birth, and by Employment in State of Birth

State	By Birth	By Highest Degree	By Employment/ Birth
Alabama	15	0	2
Alaska	0	0	0
Arizona	7	0	0
Arkansas	4	0	0
California	89	39	26
Colorado	17	3	1
Connecticut	25	4	3
Delaware	2	0	0
District of Columbia	26	7	8
Florida	10	1	1
Georgia	19	0	1
Hawaii	4	0	1
Idaho	12	0	1
Illinois	107	28	14
Indiana	36	12	5
Iowa	30	7	3
Kansas	13	1	0
Kentucky	22	0	0
Louisiana	8	3	1
Maine	7	0	1
Maryland	22	7	1
Massachusetts	73	21	15
Michigan	79	39	18
Minnesota	40	9	4
Mississippi	6	0	0
Missouri	22	1	3
Montana	6	0	1
Nebraska	15	0	1
Nevada	1	0	0
New Hampshire	8	0	0
New Jersey	55	2	5
New Mexico	5	0	0
New York	228	79	54
North Carolina	20	6	2
North Dakota	11	0	0

Table 30 cont.

State	By Birth	By Highest Degree	By Employment/ Birth
Ohio	73	10	8
Oklahoma	22	1	0
Oregon	16	0	0
Pennsylvania	111	31	25
Rhode Island	12	2	1
South Carolina	4	0	0
South Dakota	2	0	0
Tennessee	22	0	1
Texas	63	29	17
Utah	18	2	2
Vermont	6	0	0
Virginia	12	0	1
Washington	21	5	3
West Virginia	12	0	0
Wisconsin	34	11	5
Wyoming	3	0	0
Puerto Rico	17	2	12
Total	1492	362	247

Table 31. Number of American-Born Respondents by Employment in State of Birth, by Employment in State of Highest Degree, by Employment in State other than State of Birth (including state of highest degree), and by Total Employed in Each State.

State	By Employment/ Birth	By Employment State of Highest Degree*	By Employment/ State other than Birth	Total Employed in Each State
Alabama	2	0	3	5
Alaska	0	0	3	3
Arizona	0	1	9	9
Arkansas	0	0	1	1
California	26	67	122	148
Colorado	1	6	12	13
Connecticut	3	11	26	29
Delaware	0	0	1	1
District of Columbia	8	28	67	75
Florida	1	3	17	18
Georgia	1	0	7	8
Hawaii	1	1	31	32
Idaho	1	0	4	5
Illinois	14	25	62	76
Indiana	5	11	24	29
Iowa	3	3	12	15
Kansas	0	1	12	12
Kentucky	0	0	6	6
Louisiana	1	2	14	15
Maine	1	0	1	2
Maryland	1	3	22	23
Massachusetts	15	28	42	57
Michigan	18	39	48	66

*Note that column 2 is a subset of column 3.

Table 31 cont.

State	By Employment/ Birth	By Employment/ State of Highest Degree*	By Employment/ State other than Birth	Total Employed in Each State
Minnesota	4	7	16	20
Mississippi	0	0	1	1
Missouri	3	0	14	17
Montana	1	0	2	3
Nebraska	1	0	3	4
Nevada	0	0	1	1
New Hampshire	0	0	3	3
New Jersey	5	2	13	18
New Mexico	0	0	8	8
New York	54	88	103	157
North Carolina	2	6	9	11
North Dakota	0	0	2	2
Ohio	8	8	32	40
Oklahoma	0	0	5	5
Oregon	0	0	5	5
Pennsylvania	25	24	44	69
Rhode Island	1	1	9	10
South Carolina	0	0	3	3
South Dakota	0	0	0	0
Tennessee	1	0	4	5
Texas	17	28	36	53
Utah	2	3	5	7
Vermont	0	0	4	4
Virginia	1	0	16	17
Washington	3	7	19	22
West Virginia	0	0	2	2
Wisconsin	5	11	33	38
Wyoming	0	0	1	1
Puerto Rico	12	2	11	23
Total	247	416	950	1197

Table 32. Number of Respondents by Place of Birth, Place of Highest Degree, and by Place of Employment

Area	By Birth	By Highest Degree			By Employment
		Ph.D.	M.S.	B.S./B.A.	
Alabama	15	0	0	0	5
Alaska	0	0	0	0	3
Arizona	7	1	2	1	12
Arkansas	4	0	0	0	1
California	89	96	50	18	221
Colorado	17	4	8	1	19
Connecticut	25	51	19	0	41
Delaware	2	0	0	0	2
District of Columbia	26	18	46	8	116
Florida	10	3	2	2	24
Georgia	19	0	0	0	11
Hawaii	4	3	3	1	40
Idaho	12	0	0	0	6
Illinois	107	89	30	7	115
Indiana	36	51	35	8	57
Iowa	30	17	1	2	18
Kansas	13	3	2	1	19
Kentucky	22	1	0	0	8
Louisiana	8	11	2	0	17
Maine	7	0	0	0	3
Maryland	22	21	2	4	28
Massachusetts	73	106	20	14	76
Michigan	79	116	85	4	81
Minnesota	40	17	8	2	31
Mississippi	6	0	0	0	1
Missouri	22	0	2	1	19
Montana	6	0	0	0	3
Nebraska	15	0	0	0	6
Nevada	1	0	0	0	2
New Hampshire	8	5	1	1	4
New Jersey	55	25	5	1	23
New Mexico	5	0	0	0	12
New York	228	158	74	19	231
North Carolina	20	24	7	1	24
North Dakota	11	0	0	0	2
Ohio	73	22	17	4	54
Oklahoma	22	0	3	0	9
Oregon	16	0	0	1	10

Table 32 cont.

Area	By Birth	By Highest Degree			By Employment
		Ph.D.	M.S.	B.S./B.A.	
Pennsylvania	111	61	19	7	96
Rhode Island	12	7	2	2	13
South Carolina	4	0	0	0	5
South Dakota	2	0	0	0	0
Tennessee	22	0	0	0	9
Texas	63	57	18	5	67
Utah	18	2	6	1	12
Vermont	6	0	1	0	5
Virginia	12	0	0	0	26
Washington	21	16	17	5	36
West Virginia	12	0	0	0	2
Wisconsin	34	49	7	3	52
Wyoming	3	0	0	0	2
Puerto Rico	17	0	0	1	26
Canada	24				28
South America	34				50
Europe	303				20
Asia	116				66
Africa	12				13
Oceania	5				13
No response	102				189
		1034	494	125	
		Number of responses		1653	
		No response		435	
Total	2088			2088	2088

Table 33. Comparison of the Ten States with the Highest Number of Respondents by Birth with the Ten States Employing the Highest Number and with the Ten States Representing the Highest Number by Degree[a]

State of Birth	State of Employment	State where Highest Degree Granted
New York	New York	New York
Pennsylvania	California	Michigan
Illinois	District of Columbia	California
California	Illinois	Massachusetts
Michigan	Pennsylvania	Illinois
Massachusetts	Michigan	Indiana
Ohio	Massachusetts	Pennsylvania
Texas	Texas	Texas
New Jersey	Ohio	District of Columbia
Minnesota	Wisconsin[b]	Connecticut

[a]Listed in descending order.

[b]It is interesting that the state immediately following Wisconsin in number of respondents employed is Hawaii, while there are only four states, Delaware, Nevada, South Dakota, and Wyoming with fewer respondents by birth.

Table 34. Number of American and Foreign-Born Respondents by Place of Birth and by Place of Employment

Area	Number of Respondents Born in Each Area	Number of Respondents Employed in Each Area
United States	1492 (75.2%)	1705 (89.8%)
Foreign countries	494 (24.8%)	194[a] (10.2%)
Number of responses	1986	1899
No response	102	189
Tot Total	2088	2088

NOTE: Percentages are based on the number of responses. 25% of the respondents were foreign-born, employed in the United States, whereas only 10% were American-born working abroad.

[a]This number represents only American citizens employed abroad who responded to the questionnaire.

1968 NATIONAL REGISTER
OF SCIENTIFIC AND TECHNICAL PERSONNEL

IN THE FIELD OF **LINGUISTICS AND ALLIED SPECIALTIES** CONDUCTED BY THE

CENTER FOR APPLIED LINGUISTICS

1755 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D. C. 20036

AND THE NATIONAL SCIENCE FOUNDATION

And in other fields of science by the American Anthropological Association, American Chemical Society, American Economic Association, American Geological Institute, American Institute of Biological Sciences, American Institute of Physics, American Mathematical Society, American Meteorological Society, American Political Science Association, American Psychological Association, American Sociological Association, and the Federation of American Societies for Experimental Biology.

PLEASE PRINT ANSWERS IN DARK INK OR TYPE

PLEASE DO NOT WRITE IN THIS COLUMN

FORWARD TO

69

PLEASE COMPLETE THE ENTIRE QUESTIONNAIRE. IF SELECTED INFORMATION AS FORWARDED BY YOU TO THE 1966 NATIONAL REGISTER HAS BEEN ENTERED, BE SURE ALL ENTRIES ARE CORRECT.

PLEASE BE SURE YOUR NAME AND ADDRESS ARE CORRECT AND YOUR POSTAL ZIP CODE IS INDICATED.

NOTE: If you have received and completed a National Register questionnaire from one of the other organizations listed above since March 1, 1968, please write the name of the organization here .....
Please complete item 1; give your social security number, date, and signature below, and return in the enclosed envelope.

VITA:

1. DATE OF BIRTH Month	Day	Year	2. STATE OR FOREIGN COUNTRY OF BIRTH	3. STATE OR FOREIGN COUNTRY OF SECONDARY SCHOOL GRADUATION	4. SEX
					☐ 1 - MALE ☐ 2 - FEMALE

5. CITIZENSHIP

☐ 6 - USA ☐ 9 - NON-USA (specify country) .....

MARRIED? ☐ YES ☐ NO

NO. OF DEPENDENTS: .....

EDUCATION:

6a. COLLEGE, UNIVERSITY, OR OTHER INSTITUTION (include city and state) Linguistic Institutes should be entered under 6b.	EARNED DEGREE, IF ANY	YEAR OF DEGREE	MAJOR	MINOR

6b. ATTENDANCE AT SUMMER LINGUISTIC INSTITUTES:	INSTITUTION	YEAR	6c. DOCTORAL DISSERTATION If none, check ☐ Title:

7. If you are a student, check your status.

☐ 6 - Student, full-time ☐ 7 - Student, part-time

PROFESSIONAL EMPLOYMENT:

8. Check your employment status.

☐ 1 - Employed full-time ☐ 3 - Unemployed and seeking employment ☐ 4 - Not employed and not seeking employment ☐ 5 - Retired
☐ 2 - Employed part-time

9. Please give name of present principal employer (if self-employed write in "self"), actual place of employment, and title of present position.

Name of present principal employer ..... Actual place of employment (city and state) .....

Title of present position ..... Rank if employed by a university, college, or junior college .....

10. Check the box of the category which is most appropriate for your present principal employer (check only one).

☐ 1 - PRIVATE INDUSTRY OR BUSINESS
☐ 9 - SELF-EMPLOYED
☐ 2 - COLLEGE OR UNIVERSITY
☐ 10 - JUNIOR COLLEGE
☐ 6 - SECONDARY OR ELEMENTARY SCHOOL SYSTEM
☐ 3 - FEDERAL GOVERNMENT CIVILIAN EMPLOYEE
☐ 8 - MILITARY SERVICE ACTIVE DUTY
☐ 14 - OTHER GOVERNMENT AGENCY (specify) .....
☐ 7 - NONPROFIT ORGANIZATION, OTHER THAN EDUCATIONAL INSTITUTION
☐ OTHER (specify .....

If additionally employed, enter on the line at the right the category most appropriate to that employer .....

11. Number your first and second most important kind of activity, in terms of working time devoted, by entering "1" and "2" on the appropriate lines below.

..... 35 - MANAGEMENT OR ADMINISTRATION OF RESEARCH AND DEVELOPMENT
..... 36 - MANAGEMENT OR ADMINISTRATION OF OTHER THAN RESEARCH AND DEVELOPMENT
..... 5 - BASIC RESEARCH
..... 7 - APPLIED RESEARCH
..... 3 - TEACHING
..... 13 - REPORT OR OTHER TECHNICAL WRITING, EDITING, TEXTBOOK PREPARATION
..... 12 - EQUIPMENT RESEARCH, INCLUDING LANGUAGE LABORATORY EQUIPMENT
..... 16 - TEST DEVELOPMENT
..... 26 - CONSULTING
..... OTHER (specify) .....

12. Is ANY of your work being supported or sponsored by U. S. Government funds? ☐ Yes ☐ No ☐ Don't know

If yes, is your work related to any of the following programs:

☐ A - Agriculture
☐ B - Atomic energy
☐ C - Defense
☐ D - Education
☐ E - Health
☐ F - Housing
☐ G - International
☐ H - Natural resources
☐ J - Public works
☐ K - Rural development
☐ L - Space
☐ M - Transportation
☐ N - Urban development
☐ Other program (specify) .....

SPECIALTIES LIST

FOR USE WITH

1968 NATIONAL REGISTER OF SCIENTIFIC AND TECHNICAL PERSONNEL

In the section PROFESSIONAL EMPLOYMENT on the 1968 National Register Questionnaire you are requested to select from this list the specialty most closely related to your present employment and other specialties in which you may have competence (item 13). Please use the specialty title from this selected list; if you select the "Other" category, use that code number and write in your brief specialty title.

Applications to language teaching

16816—Language aptitude and proficiency testing
16824—Language laboratories
16832—Linguistics in language-textbook construction
16840—Linguistics in second-language pedagogy
16857—Linguistics in the teaching of native-language skills
16865—Linguistics in the training of language teachers
16873—Use of contrastive structural comparisons
16899—Other (specify)

Descriptive linguistics

16915—Contrastive analysis
16923—Dialectology
16931—Field methods
16949—Lexicography
16956—Morphology
16964—Phonology
16972—Structural analysis
16980—Structure of specific languages (specify language[s])
17012—Study of writing systems
17020—Syntax
17095—Other (specify)

General linguistics

Language in relation to other fields

17319—Anthropological linguistics
17327—History of linguistics
17335—Interrelationships of language and other cultural phenomena
17343—Linguistics and literature
17350—Physiology of speech and hearing
17368—Psycholinguistics
17376—Sociology of language
17384—Speech pathology
17392—Other (specify)

Language policies

17418—Language standardization
17426—Problems of linguistic minorities
17434—Translation of technical terminology
17491—Other (specify)

Literacy and writing systems

17517—Devising of writing systems
17525—Materials for new literates
17533—Teaching of literacy
17590—Other (specify)

Mechanized applications

17129—Language contact
17137—Mathematical models in linguistics
17145—Statistical studies of language
17152—Study of meaning
17160—Theory of grammar
17178—Typology and language universals
17194—Other (specify)

Historical and comparative linguistics

17210—Comparison within a particular group of languages (specify group[s])
17228—Etymology
17236—History of specific languages (specify language[s])
17244—Reconstruction, subgrouping, and processes of language change
17293—Other (specify)

17699—Other (specify)

Phonetics

17715—Acoustic phonetics
17723—Articulatory and instrumental phonetics
17798—Other (specify)

Other specialties

17814—Information retrieval
17822—Methodology of second language teaching
17830—Teaching of linguistics
17848—Education
17855—Philosophy
17863—Speech
17871—Translation
17897—Linguistics, other (specify)

OTHER FIELDS OF SCIENCE

00200—Astronomy
00802—Atmospheric Sciences
02907—Chemistry
06809—Earth Sciences
05702—Physics

08607—Mathematics
24000—Computer Science
09803—Statistics

12500—Agricultural Sciences
12609—Biological and Biomedical Sciences

14704—Psychology
15206—Anthropology
16709—Economics
18903—Political Science
19802—Sociology

21105—Other (specify)

PROFESSIONAL EMPLOYMENT CONTINUED

PLEASE DO NOT WRITE IN THIS COLUMN

13. From the specialties list (see overleaf), select and enter both the number and scientific specialty most closely related to your PRESENT principal employment; or write in your specialty if it is not on the list.

Number ..... Specialty Title .....

Also enter other scientific specialties in which you have competence.

one: ..... Number ..... Specialty Title ..... three: ..... Number ..... Specialty Title .....

two: ..... Number ..... Specialty Title ..... four: ..... Number ..... Specialty Title .....

NOTE: Salary and income information is regarded as confidential and will be used for statistical purposes only. It will NOT be released in any way that will allow it to be identified with you.

14. 1968 BASIC ANNUAL SALARY: Please give the basic annual salary associated with your principal professional employment to the nearest hundred dollars.

$ .....

If academically employed, check whether salary is for ☐ 9-10 mos. or ☐ 11-12 mos.

(Basic Annual Salary is your annual salary before deductions for income tax, social security, retirement, etc., but does not include bonuses, overtime, summer teaching, or other payment for professional work. Do not include rental or subsistence allowances.)

15. ESTIMATED GROSS ANNUAL PROFESSIONAL INCOME (Jan. 1 to Dec. 31, 1968): Please give your estimated gross income from all professional activities for the year.

$ .....

(Gross Annual Professional Income is ALL payment received for professional activities including basic salary before deductions, plus bonuses, royalties, fees, honoraria, etc.)

16. How many years of professional work experience, including teaching, have you had? ☐

LANGUAGE AND AREA KNOWLEDGES:

17a. FOREIGN LANGUAGE: List those languages in which you have substantial competence and select the appropriate codes. Extinct languages may be mentioned if appropiate.

If you have no foreign language competence, check here. ☐

PROFICIENCY CODE

1 Native or near-native command of the spoken language.
2 Fluent though obviously non-native in speaking.
3 Adequate for general conversation.
4 Read difficult material easily.
5 Reading knowledge adequate for research in your field.
6 Within your special field, ability to translate into the language or to lecture or write in it.
7 Translate or interpret for most purposes.
8 Have carried out extensive technical linguistic analyses.
9 Have taught the language.

LANGUAGE	CODES	LANGUAGE	CODES

17b. Indicate what experience you have had with the teaching of English as a foreign language: ☐ Teaching ☐ Testing
☐ Textbook writing ☐ Teacher training ☐ Course work ☐ Other (specify) .....

18. AREA KNOWLEDGE: List the foreign countries of which you have a knowledge gained by residence or research.

COUNTRY	TOTAL YEARS RESIDENCE	YEAR LAST VISITED	NATURE OF YOUR KNOWLEDGE

PROFESSIONAL IDENTIFICATION:

19. I regard myself professionally as a (an): .....

20. SOCIETY MEMBERSHIP: Check the appropriate boxes for all Societies of which you are a member. For write-ins include only national professional societies and use identifying words in full:

☐ A - ACOUSTICAL SOCIETY OF AMERICA
☐ B - AMERICAN ETHNOLOGICAL SOCIETY
☐ C - AMERICAN ANTHROPOLOGICAL ASSOCIATION
☐ D - AMERICAN ASSOCIATION OF TEACHERS OF CHINESE LANGUAGE AND CULTURE
☐ E - AMERICAN ASSOCIATION OF TEACHERS OF FRENCH
☐ F - AMERICAN ASSOCIATION OF TEACHERS OF GERMAN
☐ G - AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN
☐ H - AMERICAN ASSOCIATION OF TEACHERS OF SLAVIC AND EAST EUROPEAN LANGUAGES
☐ J - AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE
☐ K - AMERICAN DIALECT SOCIETY
☐ L - AMERICAN NAME SOCIETY
☐ M - AMERICAN ORIENTAL SOCIETY
☐ N - AMERICAN PHILOLOGICAL ASSOCIATION
☐ P - CHINESE LANGUAGE TEACHERS ASSOCIATION
☐ Q - INTERNATIONAL PHONETIC ASSOCIATION
☐ R - LINGUISTIC CIRCLE OF NEW YORK
☐ S - LINGUISTIC SOCIETY OF AMERICA
☐ U - MODERN LANGUAGE ASSOCIATION OF AMERICA
☐ W - SPEECH ASSOCIATION OF AMERICA
☐ X - TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
☐ T - OTHER (specify) .....
☐ Z - NONE

21. Please give a mailing or forwarding address through which you can always be reached if different from address above.

C/O ..... Number ..... Street ..... City ..... State ..... Zip Code .....

DATE PREPARED:	SIGNATURE: (Please Sign Full Name)
SOCIAL SECURITY ACCOUNT NO.	